

2021 March Moderation - Report



Which meeting is this report for?

English Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4

Criterion 4 = Overall, Element 1, Element 2, Element 3, Element 4

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4

Sample 1 - What rating (or ratings) has the group assigned this sample?

3: t+ 4: t+ 6: t+

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Criterion 3:

There is no analysis in the sample, precluding it from the "B" range of assessment.

Does reference perspectives but fails to explain them properly.

Does touch on context but does not fully explain.

Criterion 4:

No clear form, style and tone. No clear use of evidence or reference to the question.

Criterion 6:

Flow of language is exceedingly difficult to follow. Punctuation is messy. Language can be understood with effort, but many assessors were concerned with this as an exemplar of Level 3 language use at the passing level.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Further explicit statements about the text, including supporting evidence (which may require further engagement with the text itself).

Focus on clear explanation.

Included discussion of personal interpretation.

Further editing and refinement of language, including building understanding of specialised vocabulary.

Sample 1 - Summary of group consensus with comments to element

A large amount of discussion concerned Criterion 6 and holding this sample as representative of passing on this essential criterion, ultimately reaching consensus that it should not be a passing piece of work in relation to its accurate and effective

level if applicable.

language.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Encourage increased engagement with text and concepts related to it.
Offer feedback on language structuring.
Develop skills of explanation.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4
Criterion 4 = Overall, Element 1, Element 2, Element 3, Element 4
Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4

Sample 2 - What rating (or ratings) has the group assigned this sample?

3: c+ 4: c+ 6: b-

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Criterion 3:
Sample struggles to develop analytical frame of understanding.
Criterion 4:
Structure is lacking fluidity and evidence is not clearly embedded.
Criterion 6:
Language has a clear and identifiable flow but word choice is often imprecise and organisational devices are lacking true cohesion.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Deeper analysis that considers the "how" and "why" of the text, rather than merely "what."

Sample 2 - Summary of group consensus with comments to element level if applicable.

Group consensus was that just as the first sample is a borderline pass/fail, this sample is a borderline c/b range response.

Sample 2 - What actions would you recommend for teachers to help the

Develop clarity of expression, particularly through structuring and essay form of response.
Focus on engaging with how meaning invites response and embed further personal

student attain a higher rating (or ratings)?

interpretation.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 3 = Overall, Element 1, Element 2, Element 3, Element 4

Criterion 4 = Overall, Element 1, Element 2, Element 3, Element 4

Criterion 6 = Overall, Element 1, Element 2, Element 3, Element 4

Sample 3 - What rating (or ratings) has the group assigned this sample?

3: b+ 4: b 6: b+

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Criterion 3: more analysis than other samples but still lacking any real evaluation.

Criterion 4: better use of evidence to support assertions. Clear essay structure and some explicit reference to the question.

Criterion 6: clearer evidence of manipulation of language for effect, nearing sophistication and nuance.

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

More evaluative statements that address the overall purpose of the composer and the likely effect on the audience at reception.

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Greater emphasis on all parts of the question. What comment is being made, how has the composer made it and why has the composer made these choices for an overall purpose.

Planning for September Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 6 - In order to clarify pass/fail at that standard. Criterion 1 - Suggested by Lisa Davies based on the data. (Samples are suggested to be across the three genres.)

State the name of the person who will be providing the samples

Life Writing - Glenn Wyllie (Newstead College), Carrie Dunham (Scotch Oakburn)
Dystopia - Elise Davey (Ulverstone Secondary College) Joanna Hobman (Launceston College) Thriller - Lisa Heard (Guilford Young), Shannon Badcock

for moderation

(Elizabeth College)

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

No time was available after moderating 3 samples across 3 criteria across 10 rooms of 6 people each.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Professional Learning provided for teachers at Year 9 and 10 level to better equip their students for the rigours of these course.